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AUTHOR Atwood, Beth S.
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ABSTRACT

Intended for adult basic education teachers faced with the need to assess students who are terrified of tests, this resource unit guide presents several devices that can be used to assess both precise and general learning patterns in nonthreatening ways. The opening section of the guide stresses the importance of establishing priorities and goals for the students to work toward, describes the kind of activities that the unit contains, suggests ways to observe and help students while they are engaged in the activities, and suggests when and how much data should be collected. After a list of suggested listening activities, the rest of the guide presents a variety of puzzle types--"cat to ape," crossword, cryptograms, and caption picture puzzles--that can be used to check the ability to decode and encode, the range of aural/oral vocabulary, the ability to follow sequence or directions, and understanding of language structures. (JL)

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ASSESSING COMMUNICATION SKILLS

WITH NON-THREATENING TOOLS

CS207343

A Connecticut ABE Staff Development Project

RESOURCE UNIT

ASSESSING COMMUNICATION SKILLS

WITH NON-THREATENING TOOLS

A Connecticut ABE Staff Development Project

RESOURCE UNIT

Compiled and Written by:

Beth S. Atwood

Project Assistant In Reading

Marylee Burns, Editorial Assistant

Jane Alonso, Project Director

June 1977

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Looking at the Unit

Adult Basic Education teachers are often faced with the need for "instant" assessment of students--students who are terrified of tests, i.e., assessment tools. The goal of this unit is to give teachers a chance to assess some basic communication skills in ways that are as free of threat as possible.

Looking at the Problem

One major skill of successful readers (as well as listeners and spellers) is the ability to guess effectively. In addition to needing to know whether a student can decode and encode the language, teachers need to have some perception of the student's thinking process. How easily does the student see relationships, discover patterns, transfer previous knowledge? Are errors logical or illogical? Does the student use educated guesses regularly? Or is he so conditioned to giving the "correct" answer or none at all, that his learning moves ahead by centimeters rather than by leaps and bounds?

Looking Ahead

Ordinary diagnostic tests--formal or informal--allow almost no opportunities to evaluate a student's thinking and learning patterns. This unit presents several devices that can be used to assess both precise skills and general learning patterns. The ideas may be used as is or adapted to suit your students. In addition, I hope you will develop and use other non-threatening tools to assess adults' thinking patterns and/or communication skills.

ASSESSMENT TOOLS

It seems a bit obvious to say so, but it is useless to spend time diagnosing student communication skills if you haven't set priorities on communication subskills. If you have not at least set out a few goals for students to work toward, their initial levels of skills are unimportant.

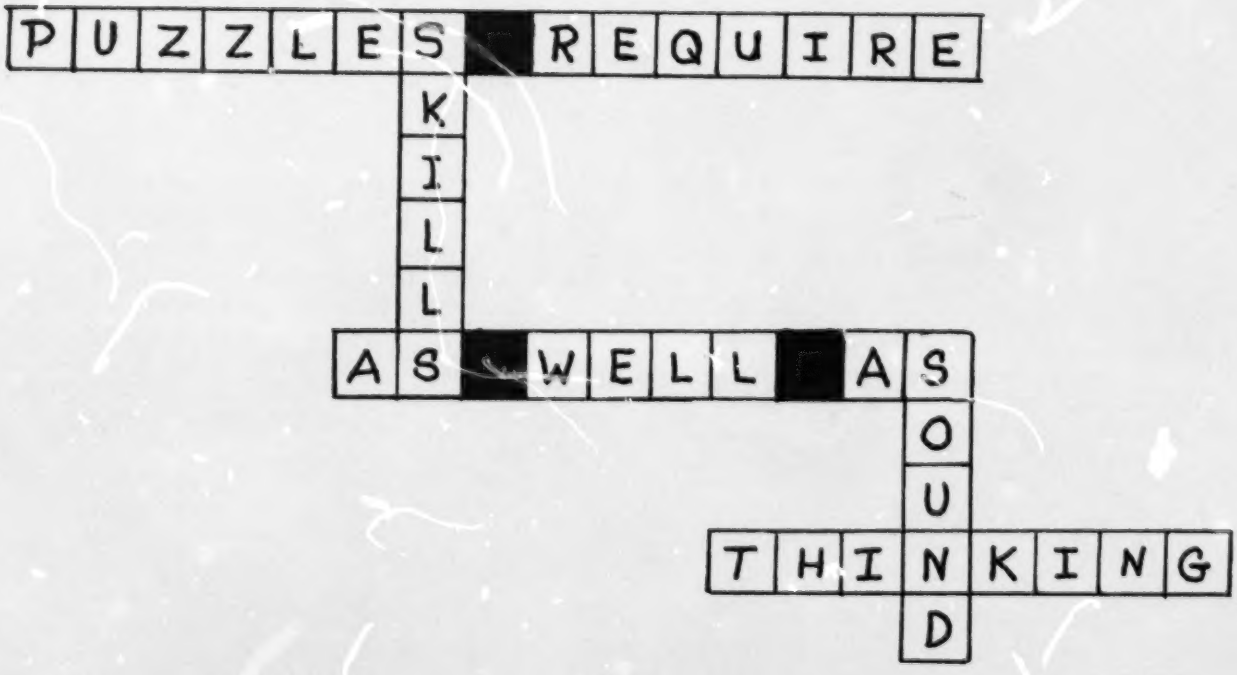
Where to?

With a list of priorities and levels of achievement established, you can then focus on the kind of skill you wish to evaluate. I have listed some of the major skill areas:

- decodes familiar and unfamiliar words using phonetic analysis
- finds word and paragraph meaning using context clues
- reads quickly with accurate comprehension
- encodes the English language accurately
- uses dictionary and reference skills
- recognizes and understands a range of written vocabulary
- organizes and analyzes messages (written or oral) in order to utilize new information

What tools?

Pencil-and-paper activities, word games and puzzles, listening and retelling activities - can be used to diagnose students' decoding, encoding and thinking skills. Examples of the variety of activities and the range of skills that can be assessed are given below. The activities are short, fun, can frequently be completed with a partner, and thus are not usually perceived by adults as threatening. In fact, working crossword puzzles is often viewed as a status symbol.



Lena Towns

Class: Communication Sk.
Language: Eng. / Native Born

Date	Activity	Skill Emphasis	Comments
9/18	Puzzle A (pins-bones)	Vowels: long/short A, O	some difficulty encoding short O
9/18	Puzzle B	Consonants: T, N, M	Ok., difficulty decoding definitions; * read her 2 definitions
10/4 (absent 9/22)	Cryptogram 1	Sentence structure, repetition - ing, the, a, I	Gave help at beginning but she saw the process quickly; made sound guesses; enjoyed herself * good thinking skills
9/28	Listening 1 (The Star)	Sequence, inference based on experience	Good recall (details, main idea); could explain conclusion; hesitant to * speak out

How?

Since you will need to observe students closely or work with them individually for a few minutes, other students will need quiet projects to work on. You will probably need to explain that, although these games and activities do not seem like "work," they are intended to help a teacher discover what each student can or cannot do in reading, writing and listening. Don't hesitate to assist students with clues and answers. Student success is important, and helping them achieve success in no way dilutes the diagnostic purpose of an activity. You will also need to be judicious in your choice of diagnostic activity. A person who is only just beginning to read and write would probably be overwhelmed with a cryptogram or complex crossword puzzle. On the other hand, someone who zips through a Cat-to-Ape puzzle probably doesn't need to do any other puzzles in that format.

Use file cards (5'x8") for notes on students' strengths and weaknesses as revealed by a particular puzzle. (See below.)

How much and when?

How much data can you or should you collect? Usually there is not enough time to assess each subskill; nor is it necessary to teach isolated sub-subskills, except at beginning levels. Adults are less likely to need to take small steps then youngsters. (We may even underestimate the size step some young readers can take.)

Use several types of activities in the first four to six days of class. Survey your brief comments in light of less structured observations of the students' classwork. Make some educated guesses based on these observations and your experience with adult students.

- Aural vocabulary and comprehension will exceed reading and written vocabulary. Look for the range of difference. What language potential does the student have?

- Spelling will be a distinct problem. Look for evidence that some encoding patterns are known. What problems does the student recognize himself?

- Experience with life and/or the language is a decided asset. Listen for the student's grasp of idioms, figurative language, political, economic, entertainment world, or historical references. What knowledge or interest can you capitalize on?

- Recall of detail and sequence of events received from aural communication is probably good. Look for evidence that the student can transfer these skills to written messages. What memory-aiding gimmicks has the student learned to use?

- Guessing (predicting) based on ability to see relationships and make inferences is a valid educational tool. Listen for evidence that the student uses and knows he uses this tool. What potential does the student have for independent and/or ongoing learning?

In the next days, use the games and activities to further define the weaknesses you've identified. Use the strength list as starting points for broadening activities to balance intensive study of the frustrating skills.

USING LISTENING EXPERIENCE

The listening experiences included in this packet are models of the kinds of listening experiences you can develop for your class. These stories or recordings were selected to fit the following criteria:

1. The subject or theme is out of the ordinary. It involves adventure, high emotion or humor. Or it is factual material of high interest and/or historical significance.

2. A student's ability to remember and use sequence, detail, inference, analysis and evaluation skills can be brought out by post-listening questioning of discussions.

3. Discussions will not present students with the threat of having to reveal one's own limited (or different) experience in order to participate, i.e., the unusual is unusual for 99% of Americans. The factual material and crowd-rallying orators present viewpoints that can be evaluated in the cold light of time.

4. A student's aural vocabulary and political, scientific or cultural awareness can be exposed in group discussions.

5. A student's oral vocabulary, command of English sentence structure and ability to organize information will be exposed in group discussion or through direct questioning.

☆ "The Dark of the Moon" by Eric Sevareid (1958 broadcast) from Harbrace College Reader, 2nd ed., Mark Schorer, Philip Durham, Everett L. Jones (Harcourt, Brace and World, Inc., 1964, p. 346-7)

Sevareid's pre-Apollo-Mission reflection (pardon the pun) on the impact of science on the moon who once "belonged" only to lovers, witch doctors, Indian corn-planters and poets. In his radio broadcast, Sevareid voices concern for our failure to understand earth and the dark side of men, before exploring the bright side of the moon.

This brief essay provides opportunities for students to discuss the writer's point of view and speculate on whether his concerns are still valid today - almost 20 years later. Written or oral questions concerning contrasting images and actions can be devised easily. The text is also followed by some guidelines to analysis of the piece, but bear in mind that this collection was designed for college students, so some adjustments may be necessary.

☆ "The Star" by Arthur Clarke (short story) from Science Fiction for People Who Hate Science Fiction, Terry Carr, Ed. (Doubleday and Company, Inc., 1966, p. 12-19)

A science fiction tale with a religious twist and disturbing - though not horrifying - conclusion. The character of the story teller and sequence of events are carefully developed so that students must listen carefully to details and draw on personal experiences to get the full impact of the piece. This tale is guaranteed to provide a class discussion, and provide a teacher's insight into student's backgrounds, aural vocabulary and ability to make inferences and draw conclusions.

"The Star" - continued:

Notes to readers: The phrasing is sometimes long and vocabulary technical, yet both are important, so practice of oral reading is important. The two Latin titles can be translated into English (To the Greater Glory of God; Spiritual Exercises). Otherwise read the story as written. There are plenty of context clues so listeners at all competent in English can grasp the meat of the account.

☆ "The Corpse at the Table; and "We Cannot Let Him Die" (Reader's Digest recorded audio-lesson or teacher-read) from Reader's Digest New Advanced Skill Builders, 2 (Reader's Digest)

One true-life adventure and the other a tale purported to be true depicts the struggle of men against the elements. The spooky tale about the corpse unfolds when two men try to survive a snowstorm in a deserted shack. The adventure tells of a frantic effort to save a scuba diver from the bends. Both articles are followed by questions. The ability to retell the sequence of events, describe setting, note the affects of time and coincidence can be analysized with oral question and discussion.

Since the stories are edited for adult reading classes, interested students can read each article independently.

☆ To the Moon (record), produced by Michael Knapp, Time-Life Records, 1969

Recording of the various speeches and broadcasts of the major U.S. manned space flights, including news reports by Walter Cronkite and the first man-on-the-moon speech by Armstrong. Good opportunity to assess students' ability to separate fact from opinion (or emotion), recall details, use specialized terms, relate personal experience to a national event.

☆ Churchill in His Own Voice and the Voices of His Contemporaries (two LP records), Caedmon Records, TC 2018

An opportunity for students to hear how a master of the English language used words to persuade, encourage and threaten. Images and intonation, rhythm and repetition are important. The sections of recording can be used with or without establishing the mood and setting under which the speech was given. A second presentation gives students a chance to listen for and list significant phrases in this classic example of effective propoganda. Encourage students to compare Churchill's technique with the rhetorics of a political campaign. Note how well students can analyze propaganda devices, even if standard propaganda terms are not well known. Speeches by John F. Kennedy, Martin Luther King, Jr. and others may also be used, although the perception of their speeches as propaganda may be disconcerting to some listeners.

☆ "The Cat Who Walked by Himself" by Rudyard Kipling from The Just So Stories or Kipling a Selection of His Stories and Poems, Volume 1 by John Beecroft (Doubleday and Company, Inc., p. 385-392)

Kipling's astute observation of a cat's personality presents a lighthearted chance to check students' ability to recall sequence, see relationships and made predictions. The First Cat pits himself against the ways and wiles of First Woman. The conflicts between freedom and security, humans and animals, subservience and independence can lead to some lively class discussions. If ability to recognize literary devices is important, as in pre-GED English, the tale offers some fine samples for analysis or identification. The folk tale style of writing may make portions confusing to ESL students, but the constant repetition of action and conversation makes comprehension of basic plot possible for those with average skills.

USING PUZZLES

Word puzzles can be used to check:

- ability to decode and encode
- range of aural/oral vocabulary
- ability to follow sequence and/or directions
- understanding of language structures, such as irregular plurals, compound words, prefixes, suffixes, irregular verb patterns.

Cat-to-Ape Puzzles

The puzzle that focuses most closely on phonetic analysis is the Cat-to-Ape style puzzle. It is possible to assess informally how well a student can hear and encode sounds, as well as how he or she interprets definitions.

The less skilled in phonetic analysis the student is, the greater aid she or he will need, and the greater opportunity you will have to assess his or her weakness. Students with little reading skill will not only need help decoding the definition but also identifying the correct spelling, even when the answer is known. Yet the puzzles are short enough not to threaten or discourage students, providing teacher assistance is given quickly and positively.

Crossword Puzzles

Crossword puzzles, in varying shapes, degrees of difficulty and types of definitions, involve sequencing, decoding, encoding, predicting, recognizing regular and irregular language structure. Puzzle solvers can be aided with partial answers, simplicity of definitions (opposites, incomplete sentences, rhyming) or clues to letter patterns or words relevant to classroom discussions. One set of crossword puzzle answers can be derived from several levels of definitions.

Cryptograms

Solving simple substitution cryptograms requires both some ability to encode and an understanding of the language structure. Students who are good guessers and predictors are often more successful than the one-step-at-a-time thinkers. An ability in these skills outweighs a weakness in spelling.

Caption Picture-Puzzles

Caption puzzles point out the student's ability to detect sequences and details as well as his or her thinking/learning style. Decoding problems may also be revealed.

Matching the ad writer's caption to series of promotion pictures challenges a student to analyze both what the caption says and what the picture says. The no-correct answer style of these puzzles forces a student to find reasons to support his choice and gives you a chance to assess his reasoning skills (compare and contrast, make inference, recognize main idea and supportive details).

Puzzle 1 is the simplest of this style puzzle. As an introduction to this form the boxes for the letter changes are shaded in. However, unless students have great difficulty following the process or there is an unusual word required, these clues should not be given in the succeeding puzzles. Diagnosing student's ability to encode specific sounds requires close observation of student's solution of the problem. If that is not possible, have the student read the completed puzzle from top to bottom and vice versa so you can check for misunderstanding of sound or incorrect coding of sounds.

Puzzle 2 is somewhat more difficult than 1. If this is the first puzzle a student does, follow the procedures outlined for Puzzle 1.

Puzzle 3 includes several common blends. Since this is a five-letter-wide puzzle, shaded boxes as clues to a few sounds may be advisable. If a student cannot figure out a word suggest skipping to the next word then returning. If he/she still cannot complete a word, reword the definition or give a sentence in which the correct word would be used.

Puzzle 4 is the longest puzzle. It involves encoding of 12 sounds including 4 vowel sounds. The definition for 3 (wits), 8 (tube), and 9 (tube) may be difficult to comprehend in an isolated setting. Words 8 and 9 can be demonstrated with concrete objects. Definition 3 could be expanded to include the expression: "at my wits' end" or "a very witty fellow." At last resort the word could be given orally with the spelling left to the student.

Puzzles 1 - 4 include the following sounds: B, C (hard, soft), D, H, K (nk), P, S, T, W; Bl, Cl, Br; a (long, short), e (long, short), i (long, short), o (long, short), u (long, short); oy, ee, ea; vowel/consonant/silent-e pattern

Puzzle 5 works many short words around 4 long words - two state names and two words that appear regularly on application forms (experience, telephone). Reading and understanding is important for later words, even if spelling is not. In addition to many long and short vowel sounds (and spellings), the puzzle includes following consonant diagraphs and blends: gr, st, tr, ph, th.

Puzzle 6 and 6a is a simplified version of Puzzle 6. Sometimes an entire word is changed, sometimes the definition is changed. It is possible to allow for different skills and success rates within a class by using Puzzle 1 and 1a at the same time.

Puzzle 7 includes a dozen words from the Dolch word list, highway terms in visual form, and several commonly used abbreviations. The following vowel sounds are included (although not referred to in the definitions):

short a, ai, ar, al, au
short e, er, long e (ie) (y)
short i, long i (y)
short o, long o, oo, oi
short u, ü

Start at the top of the puzzle.
Work to the bottom.
Write the word for each meaning.
Change only one letter each time.
End with the word at the bottom
of the puzzle.

Puzzle 1

☆ Can you turn a rat catcher into an ape?

1. Pet that catches rats
2. A kind of grain, rhymes with coat
3. Short way to write October
4. Part of a play
5. Highest playing card; can also be the lowest card
6. Chimp-like animal

Puzzle 1

1	C		
2			
3			
4			
5			
6	A	P	E

Puzzle 2

☆ Can you turn a child into a man?

1. A male child
2. A plaything
3. A weight, used to measure dry goods such as coal, iron, copper
4. A number word
5. Two or more grown males
6. One adult male

Puzzle 2

1	B		
2			
3			
4			
5			
6			N

PUZZLE 3

P	L			K	1
					2
					3
					4
					5
					6
					7
					8
B	R	E	A	D	9

Start at the top of the puzzle.
Work to the bottom.
Write the word for each meaning.
Change only one letter each time.
End with the word at the bottom of the puzzle.

☆ Can you turn a piece of wood into bread?

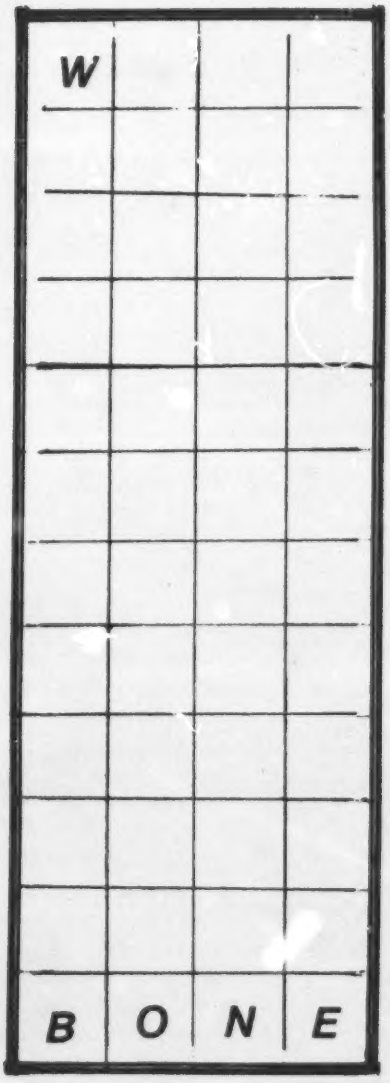
1. A thick, heavy board
2. To make a tinkling sound
3. To shut and open your eyes quickly
4. Not able to see
5. Pale yellow or golden in color
6. To mix together
7. To lose blood
8. A related group of animals; a type
9. BREAD

PUZZLE 4

Start at the top of the puzzle.
Work to the bottom.
Write the word for each meaning.
Change only one letter each time.
End with the word at the bottom
of the puzzle.

☆ Can you turn air into bone?

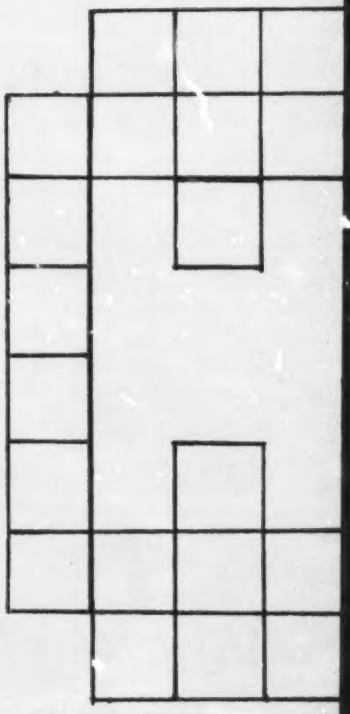
1. Air in motion
2. Opposite of losses
3. Brain power; sanity
4. What batters want in a ballgame
5. Small houses
6. Wounds made by sharp tools
7. Pretty or attractive
8. A solid of six equal square sides
9. A long hollow cylinder
10. A melody
11. A musical sound
12. BONE



Definitions

across ⇨

1. The name of this state
5. To take quickly or snatch
8. The opposite of shut
12. A group of players
13. Two words; many or much; _____ _____ of money
17. To hurt with a pointed weapon
20. Kinds of dried leaves used to make a hot drink
22. Another name for margarine; comes from oleomargarine
24. The opposite of odd
25. Two words; the name of the little state that touches Connecticut's border

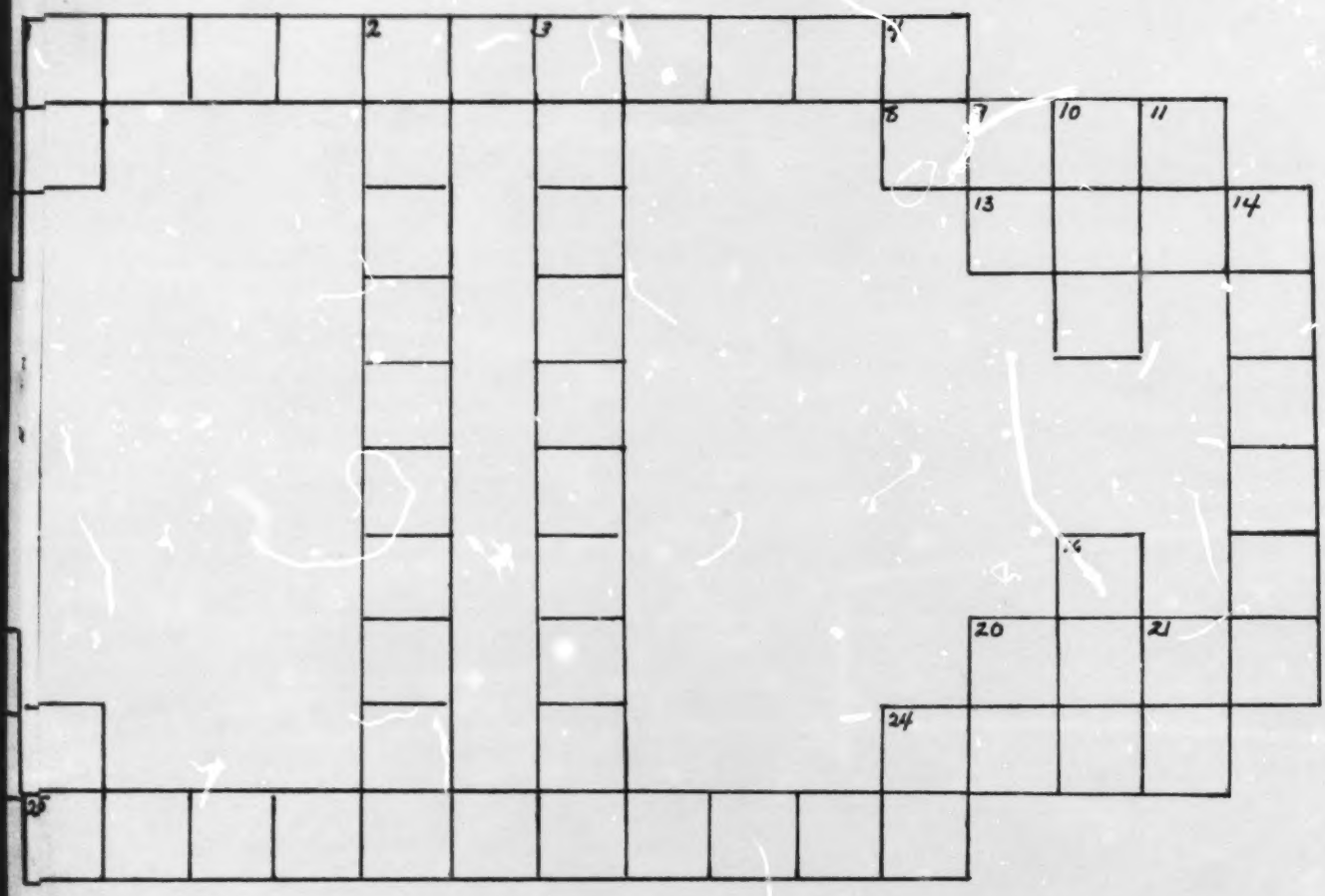


down ⇩

1. Abbreviation for special type of radio broadcasts; used by people who have nicknames such as Rubber Duck, Big John
2. Knowledge or skill gotten by taking part in or observing an event or activity
3. Pieces of equipment used to talk to people who are not in the same room or building
4. Opposite of from
5. Abbreviation for General Electric
6. A mouse-like animal
7. Abbreviation for morning or the time before noon
9. Nickname for father
10. Large shade tree with branches that spread out like an umbrella; the tree was once used to shade city streets
11. Opposite of yes
12. Name of a number; bad luck comes this way - in _____
14. Special snacks, often sweet or unusual
15. A friend
16. Opposite of hear or speak
18. Opposite of from
19. Rhymes with he
20. Abbreviation for television
21. Word meaning a or one; used before oak, ice, egg
23. Word used to show a choice; coffee ___ tea, sink ___ swim
24. Nickname for Edward

EXTRA CLUES

PUZZLE 5



When you complete a word, check to see if you can complete a space below. for example, the first letter in (2 down) is the same as (10 down)

2↓ (10) E _ _ _ _ _ _ _ _ _ _ _ _ _ (9) (24) (25) (11) (1) (2)

3↓ (14) (3) _ _ _ (20) E (1) _ _ _ _ _ _ _ _ _ (8) (21) (24) (16)

Puzzle 5

*Special Clues**

across ⇨

1. The spaces for consonants are shaded. Each vowel is different.
2. The vowel doesn't appear in 1 across.
8. The 2 vowels are in the first part of 1 across.
12. Rhymes with cream
13. The first word is only one letter.
17. Rhymes with 5 across
20. There are 2 vowels together.
22. There are 3 vowels.
24. One consonant is one that is not used too often.
25. The spaces for the vowels are shaded. Each vowel is different.

down ⇩

2. The second letter is not used very often as a beginning letter and is never doubled.
3. One vowel appears 3 times.
4. Sound like a number word.
5. The beginning and ending 2 letters of Washington's first name
6. Rhymes with fat
7. Nickname for mother spelled backwards
9. Abbreviation for Pennsylvania
10. The last consonant is used in 12 across
11. Rhymes with toe
12. Rhymes with 20 across
14. The last of the word tells what a person does with snacks.
15. The vowel is short.
16. Rhymes with 19 down
18. Begins with last letter of 1 across
19. Ends with second letter of alphabet
20. Two consonants
21. Rhymes with Dan and Ann
23. The consonant appears in 6 down
24. Ends with a consonant

*Individual clues can be read orally to a student or entire set may be given to the puzzle solver.

Tips for Using Crossword Puzzles

- Remember one of the purposes is to find out how a student thinks, i.e., uses clues or trial and error, guesses, as well as what skills he or she has.
- The number of spaces and intersecting words give some additional clues to spelling and word meaning. Definitions are not the only clues.
- A few long or difficult words can be done cooperatively or filled-in by the teacher.
- Definitions can be reworded in language appropriate to the student.
- Vowels or consonants can be filled-in in advance. Or boxes where vowels occur can be shaded in as clues to spellings.
- Additional clues as to number of vowels, consonants, use in a sentence, may be given orally or written out.
- Beginning, and perhaps average ESL students, have too limited a vocabulary to cope with all but of the simplest puzzles. Advanced students may know more than you suspect.
- Native-born speakers will find the spelling far more difficult than finding the correct word.

Definitions for PUZZLE 6

Across ⇨

1. Word that comes before: onion, umbrella, inkwell
   "I have __ umbrella."
5. Opposite of dog
8. Opposite of inside
10. A wise bird, a large night bird
11. 5 across catches it
12. Opposite of she
13. Not happy
15. Opposite of stop
16. The part 9 down and 8 across have in common
18. Compound word; something you can make after a winter storm
19. A large barrel or container used in making beer or wine
21. The tip or point of something
23. A type of sleeve in a sweater (named after an English Lord)
27. Opposite of off
29. Opposite of out
30. Opposite of 28 down
32. A Christmas-time plant with bright red leaves. The American who found it in Mexico named it for himself.
34. * Opposite of last
37. * Lincoln's nickname
39. Same as 39 down
42. Past tense of eat
43. Compound word; webbed frames worn on feet in order to walk on snow
45. A flower that is famous for its colors and thorns

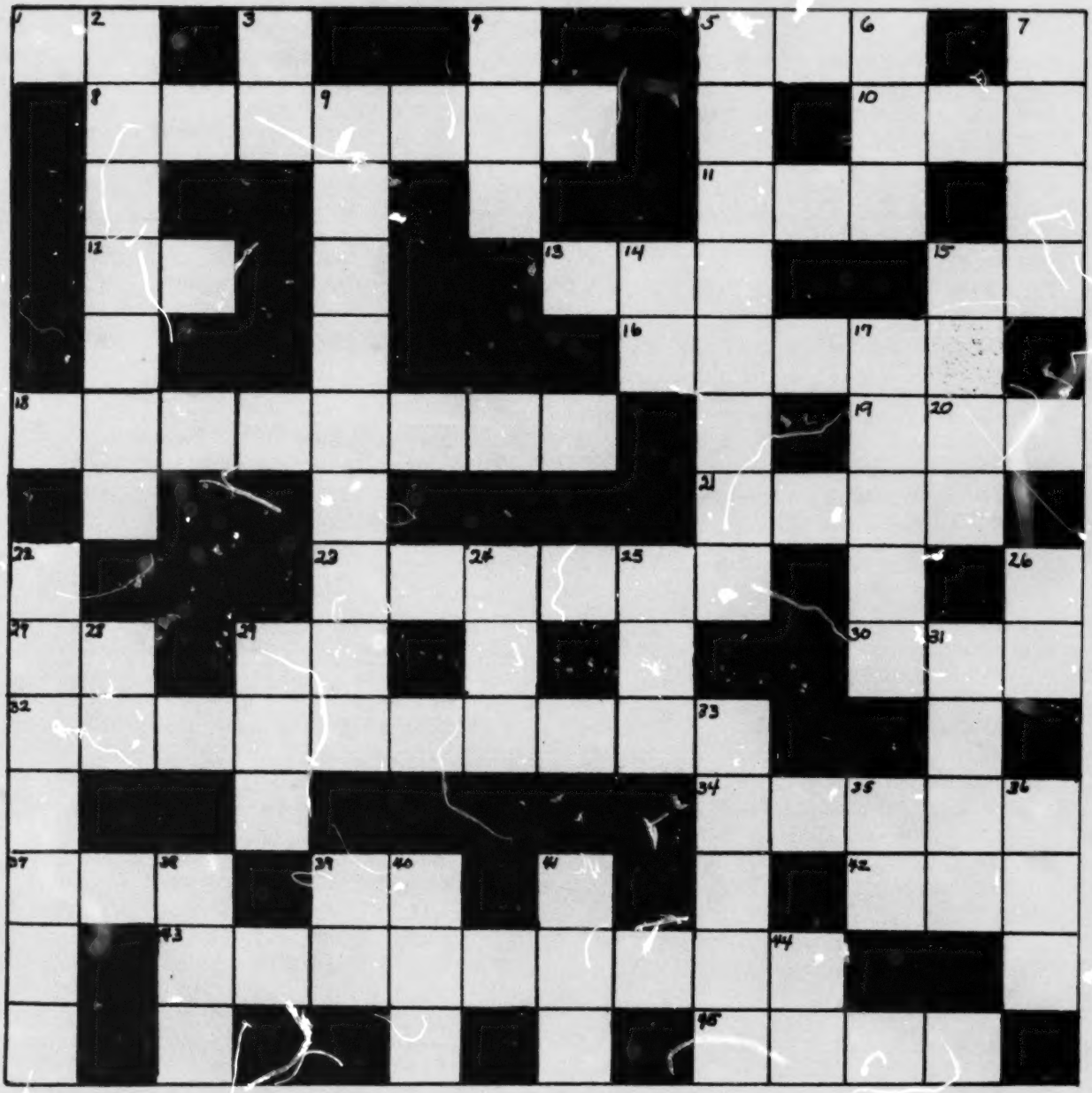
Down ⇩

2. Opposite of something
3. Word that rhymes with hit
4. Opposite of even
5. A type of sweater (named after an English Lord)
6. A small child
7. Another way of saying in addition to or and
   "I ____ ate a piece of cake."
9. Hair worn long in front of the ears (named for Civil War General)
14. To the same degree: ____ black ____ coal
17. Another way of saying all, each and _____
20. A tool used to cut down trees
22. Compound word; the highest sail
24. Second part of a word; present tense of forgot
25. A boxer's last name
26. Little but important word: they are; he, she or it __
28. Opposite of yes
29. A country hotel; rhymes with win
31. Opposite of west
33. Opposite of before
35. Name of Heyerdahl's reed boat that crossed the Atlantic
36. Abbreviation for term describing the power to communicate from mind-to-mind
39. Opposite of from
40. To have or hold property
    "I ____ a house."
41. Opposite of he
44. Rhymes with go

21. *Abbreviation for Associated Press
    Abbreviation for example

37. *Highest playing card

PUZZLE 6/6a



Definitions for PUZZLE 6a

Across ➡

1. Word that comes before: onion, umbrella, inkwell
   "I have __ umbrella."
5. Opposite of dog
8. Opposite of inside
10. A wise bird; a large night bird
11. 5 across catches it
12. Opposite of she
13. Something most people over 35 won't talk about - their ___
15. Opposite of don't
16. Not new
18. Compound word; something you can make after a winter storm
19. A doctor who cares for sick pets and other animals
21. A building used for storage, for example, a tool_____.
23. Mechanical men
27. Opposite of off
29. Opposite of out
30. Opposite of 28 down
32. A cooking container; also nickname for marijuana
32a. Second part of a compound word, a person who cares for young children is a baby_____.
34a. Contraction for it is
37.* An animal that looks like a human being
39. Opposite of from
42a. Spanish for yes
43. Compound word; webbed frames worn on feet in order to walk on snow
45. Part of your face; useful for holding up eye glasses

Down ⬇

2. Opposite of something
3. Word that rhymes with hit
4. Opposite of even
5. Opposite of careful
6. A small child
7. Another way of saying in addition to or and
   "I ____ ate a piece of cake."
9. Hair worn long in front of the ears (named for Civil War General)
14. Opposite of stop
15. Past tense of die
19. To a high degree
    "It was a ____ hot day."
22. Compound word; the highest sail
24. Rhymes with ret
25. Part of a foot
26. Little but important word: they are; he, she or it __
28. Opposite of yes
29. Opposite of out
31. How a person takes in food
33. A large black bird, like a crow
36. A number word
38. Abbreviation for Eastern Standard Time
39. Opposite of from
40. To have or hold property
    "I _____ a house."
41. Opposite of he
44. Rhymes with go

37. *Opposite of drank

Puzzle 7

37 Across

5 Down

14 Across

51 Across

Definitions for PUZZLE 7

Across ⇨

1. Small ship or boat that carries cars and people short distances
5. The process of putting a car into a special space or garage
9. A pointed piece of metal hammered into wood; metal used to fasten one piece of wood to another piece of wood
10. A kind of tree, its seeds are acorns
12. A suffix used to change names into nicknames: Ann becomes Ann__, Dick becomes Dick__.
13. A word that tells direction, for example, I went __ the house.
14. A building where children or adults study
16. What you say when you answer the phone
19. A word that rhymes with hot
21. 2,200 pounds
22. A fancy word for eat, expecially to eat a fancy dinner
24. Nickname for sister
26. Bar used to hold up curtains: a curtain ____.
27. Abbreviation for Los Angeles
28. Initials of movie star Newman
29. I am, you are, he ___
30. Word used in place of the name of a thing, for example, this is a rock. ___ is very hard.
31. What the bride or groom says in a wedding service: I ___.
32. The water that falls in a thunderstorm
34. Slacks
35. Tom Jones' initials
37. Person who walks along sidewalks, crosses at crosswalks
42. A word that can mean one or many people. It rhymes with zoo.
43. I am, you ____, she is
44. Not short
47. Beginning letter of a word or name
48. The end of an electric cord that fits into a socket
49. A number word
50. Abbreviation for doctor
51. Abbreviation for railroad
52. Opposite of off

Down ⇩

1. How birds travel
2. Abbreviation for Registered Nurse
3. A track trains run on
4. To give way to another person or car, rhymes with field
5. What you would use for 16 across
6. A place to eat away from home
7. Food packed in cans is in the canned _____ section of a supermarket.
8. Slang term for all right
11. Nickname for Alfred
15. A place where sick or injured people are cared for
16. The sound owls make
17. Opposite of beginning
18. A fuel used to heat homes
20. A fuel used in automobiles
21. A prefix meaning three, for example, a ___cycle has three wheels
23. A short sleep
26. Country hotels
29. Opposite of out of
31. What happens to all living things. They ___.
33. A word that means one; it comes before words beginning with a vowel
34. Nickname for father
36. An important official in a court of law
38. Finished or not raw
39. Today I sit, yesterday I ___
40. To cut or shape a hair style or tree; to decorate a Christmas tree
41. To understand written words
45. Abbreviation for any time from midnight until noon
46. Abbreviation for Licensed Practical Nurse
47. Opposite of out

CRYPTOGRAMS

A cryptogram is a coded message in which numerals (or letters) are substituted for letters in order to hide the real meaning of the message.

To solve a cryptogram you must find what letter each numeral (or letter) stands for. Guessing is an important part of the game, but there are some clues that may help you begin.

. The letter E appears most often in the English language, followed by T/A/O/N/R/I/S/H.

. More than 50 percent of all English words begin with T/A/O/S/ or W.

. Th is the most frequent two-letter combination followed by in, er, re, an, he, ar, en.

. The occurs three times as often as any other three-letter combination, followed by ing, con, ion, ent, ere, for, ers, ove, her, ted, ter, ver.

For this puzzle, find the numeral that appears most often. What vowel will it most likely stand for?

In this puzzle, another vowel appears almost as often. Find the second most common numeral. Look at the places it comes in the cryptogram. If you think carefully about the way English is used you can narrow the letter for this numeral to two vowels. What two are they?

Fill in all the E's. Try your choice of the second most popular vowel next.

Does either vowel give a clue to another letter in a word? Try it. Look for letter-combinations or very short words.

Read the words you complete. Look at the punctuation marks. Remember each word must have at least one vowel. Do some more guessing. You'll be surprised how quickly you can solve the cryptogram.

One last clue, three letters in the alphabet are not used in this cryptogram.

CRYPTOGRAM FOR OPENING NIGHT

7 21 2 2 15. 17 16 1 14 17 21 26 25

13 21 6 7 14 6 19 15 15 9. 26 19 26 2 2

13 21 16 15 23 5 6 21 14 18 7 21 5 6 7 26 25

16 21 14 5. 26 17 2 15 15 22 26 1 24 8 15 5 19 14 5 9

6 15 6 7 26 25 18 2 14 5 9. 19 21 19 26 2 2

19 15 5 22 7 14 5 9, 26 4 5 15 17 26 25 21

16 15 23. 13 23 6 26 7 15 4 21 19 21

19 26 2 2 14 2 25 15 7 14 10 21 25 15 17 21

24 15 15 9 6 26 17 21 25. 26 13 21 2 26 21 10 21

2 21 14 5 1 26 1 24 26 25 14 10 14 5 16

21 12 18 26 6 26 1 24 14 1 19 5 21 19 14 5 9 26 1 24

4 5 15 18 21 25 25. 26 7 15 4 21 16 15 23

6 7 26 1 22 25 15, 6 15 15.

For

Math Wizards:

A

Cryptorhythm

```
  SEND
+ MORE
-------
 MONEY
```

Find how it all adds up.
Substitute a numeral for a letter.

CAPTION PICTURE-PUZZLES

Matching phrase captions to pictures is a challenge to student imagination and a light hearted window on the student's comprehension skills.

To prepare a puzzle:

. Choose a set of closely related captions; (See sample list.)

. Clip magazine pictures that can be identified by one, preferably two or three, of each phrase; (Travel ads often picture related scenes or activites that can serve as starting points for captions.)

. Mount pictures and caption phrases separately;

. On a file card record your perception of how the captions match.

Ask a student to match captions to his or her perception of the pictures; then check himself (herself) against your "answer" card. Given the fact that at least two or three of the pictures can be captioned by more than one answer--and another person is doing the matching--it is unlikely that the arrangement will agree with your idea. (I have yet to find one student who could duplicate the original arrangement of an ad's simple captions.) Assure each student that there is no correct answer, that all you are interested in is learning why she/he matched the caption as she/he did.

As childish as this puzzle may seem, the challenge of trying to match both pictures and the "answer" card captures the imagination of both college-bound students and beginning readers. Adults who have tried the puzzle become involved in evaluating each other's choice of answers. And an alert teacher can discover an amazing amount about students' observation and analysis skills, attention to detail, language background and, most importantly, how effectively they use educated guesses.

too much
too little
too often
too late
too close
too early
too crowded
too old
too young
too big
too small
too many
too few
too long
too far
too short
too tall
too slow
too fast
too tired
too hungry
too sleepy
too proud
too eager

hang around
hangout
hang in
hang on
hangover
hang loose
hang up
hang-up
hang back
hang tight
hang one on
hangdog
give a hang
the hang of it

ANSWER KEY

Page 11

Puzzle 1: 1. cat, 2. oat, 3. oct, 4. act, 5. ace, 6. ape;

Puzzle 2: 1. boy, 2. toy, 3. ton, 4. ten, 5. men, 6. man.

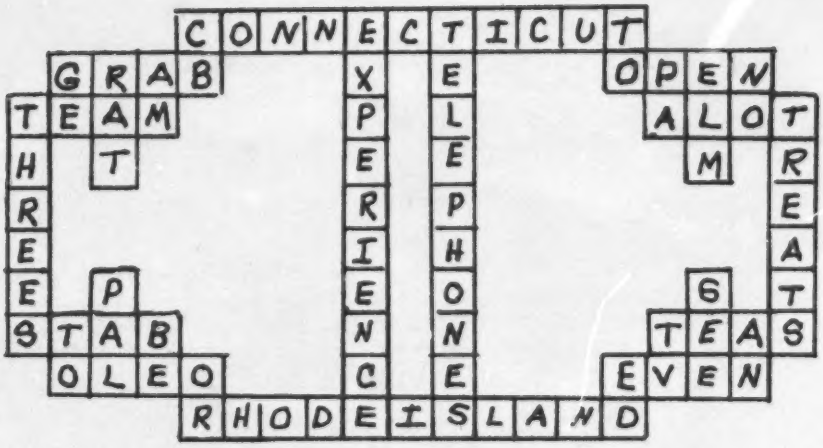
Page 12

Puzzle 3: 1. plank, 2. plink, 3. blink, 4. blind, 5. blond, 6. blend, 7. bleed, 8. bread, 9. bread.

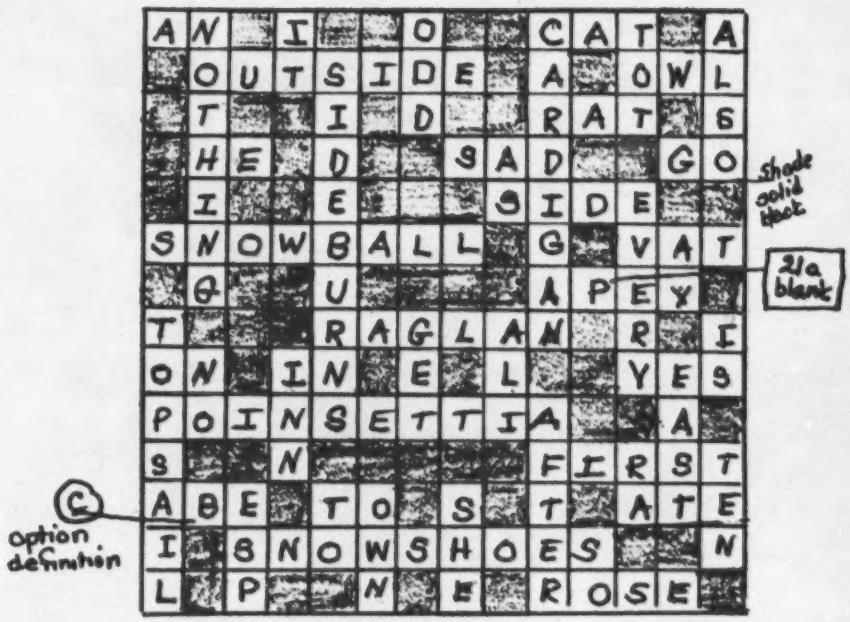
Page 13

Puzzle 4: 1. wind, 2. wins, 3. wits, 4. hits, 5. huts, 6. cuts, 7. cute, 8. cube, 9. tube, 10. tune, 11. tone, 12. bone.

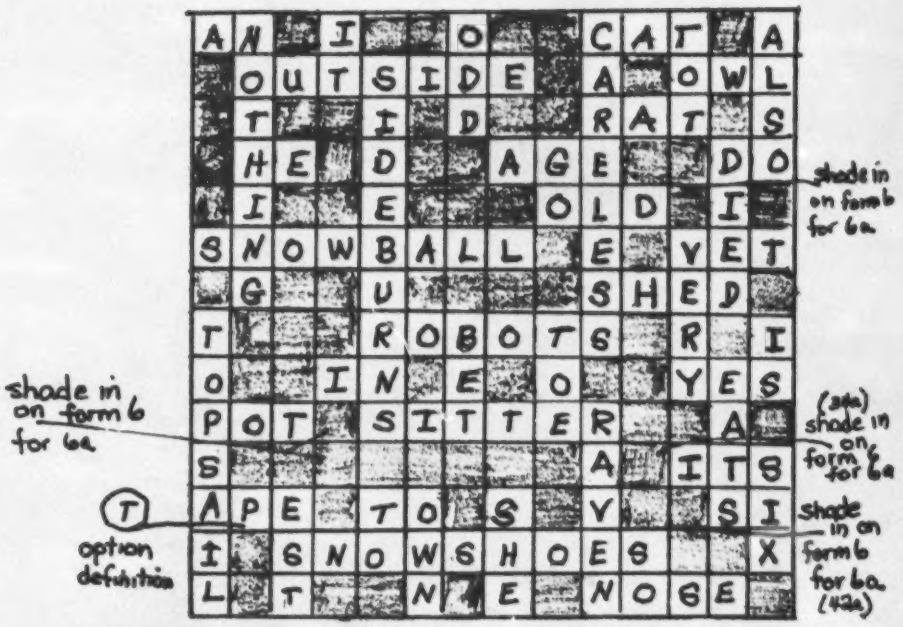
Puzzle 5



PUZZLE 6



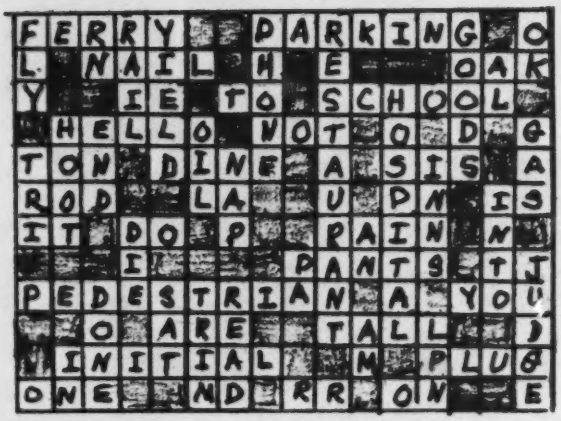
PUZZLE 6a



PUZZLE 7

abbreviations:

RN
LPN
MD
RR
RN
OK
AM
LA


FERRY PARKING O
L NAIL HE OAK
Y IE TO SCHOOL
HELLO NOT OD G
TON DINE A SIS A
ROD LA U PM IS
IT DO P PAIN N
I PANTS T I
PEDESTRIAN A YOU
O ARE TALL I
INITIAL M PLUG
ONE MD RR ON E

CRYPTOGRAM KEY

A = 14	N = 1
B = 13	O = 15
C = 18	P = 4
D = 9	Q —
E = 21	R = 5
F = 8	S = 25
G 24	T = 6
H = 7	U = 23
I = 26	V = 10
J —	W = 16
K = 22	X = 12
L = 2	Y = 16
M = 17	Z —

CRYPORHYTHM

0	1	2	5	6	7	8	9
↓	↓	↓	↓	↓	↓	↓	↓
O	M	Y	E	N	D	R	S

NB:
The fourth and fifth words spell

Beth Atwood; adjust for your class!

Connecticut Adult Basic Education
Staff Development Project
38 Woodland Street
Hartford, Connecticut 06105

CURRENT ADDRESS:

CONNECTICUT ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT
25 WOLF PIT ROAD
FARMINGTON, CONNECTICUT 06032
TELEPHONE (203) 674-8378

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